Component 3: Supporting Children to Play, Learn and Develop – Sample mark scheme

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Points-Based Mark Scheme Guidance

Points-based mark schemes are made up of:

1. Mark scheme rubric:
   A mark scheme rubric instructs an examiner as to how each mark is awarded.
2. Example responses:
   These demonstrate the type of acceptable responses that a learner might provide and where each mark is awarded.
3. Additional marking guidance:
   This informs examiners about any parameters which should be applied, for example 'accept any other appropriate/alternative responses'.

Applying the points-based mark scheme guidance

Examiners should follow the mark scheme rubric and use the example responses as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response. Should learners provide answers that meet the rubric but in an alternative order, credit should be given.

Levels-Based Mark Scheme Guidance

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts:

1. Indicative content:
   Indicative content reflects content-related points that a learner might make but is not an exhaustive list. Nor is it a model answer. Learners may make some or none of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response.
2. Levels-based descriptors:
   Each level is made up of a number of traits which when combined together articulate the quality of response that a learner needs to demonstrate. The traits progress across the levels to demonstrate the different expectations of each level. When using a levels-based mark scheme, the 'best fit' approach should be used.

Applying the levels-based descriptors

Examiners should take a 'best fit' approach to determining the mark.

- Examiners should first make a holistic judgement on which level most closely matches the learner's response. Learners will be placed in the level that best describes their answer. Answers can display characteristics from more than one level, and where this happens markers must use any additional guidance (for example weighting of traits) and their professional judgement to decide which level is most appropriate.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all traits are displayed at that level:
  - marks will be awarded at the top of that level if the learner has evidenced each of the descriptor traits securely.
  - where the response does not securely meet all traits, the marks should be awarded based on how closely the descriptor has been met.

Section A

Question Number	Answer	Mark
1	Award **one** mark for a correctly stated example from: B - Symbolic	(1)

Question Number	Answer	Mark
2	Award **one** mark for each correct response. A - Makaton	(1)

Question Number	Answer	Mark
3	Award **one** mark for the correct response. D – Children's ages	(1)

Question Number	Answer	Mark
4	Award one mark for a correctly stated way from: • struggling with memory issues/remembering (1) • poor concentration (1) • difficulties in problem solving (1) • literacy difficulties (1) Accept any other appropriate response.	(1)

Question Number	Answer	Mark
5	Award **one** mark for each correct response up to a maximum of **two** marks. • A Learn to include others (1) • C More responsive to others needs (1) Accept any other appropriate response.	(2)
Question Number	**Answer**	**Mark**
6	(i) Award one mark for a correctly stated way the toy/equipment promotes physical development from: • develops arm/shoulder/leg muscles (1) • promotes balancing (1) • promotes hand-eye co-ordination (1) • develops gross motor skills. (1)	(4)

	Accept any other age-appropriate response. (ii) Award one mark for a correctly stated way the toy/equipment promotes cognitive/intellectual development from: • helps to learn about cause and effect (1) • help with shape and colour identification (1) • problem-solving - trying to work out which shape fits in which hole. (1) • matching/colour sorting (1) • helps to identify sequence (1) Accept any other age-appropriate response. (iii) Award one mark for a correctly stated way the toy/equipment promotes communication and language development from: • recognise sounds and patterns (1) • connect the pictures with words (1) • encourages copying of sounds/babbling. (1) • improves listening skills (1) Accept any other age-appropriate response. (iv) Award one mark for a correctly stated way the toy/equipment promotes social and emotional development from: • can start to get a sense of self (1) • enjoyment and a sense of achievement (1) • encouraging independence (1) • promotes self-expression. (1) • learn to play alongside primary carer/another child (1) Accept any other age-appropriate response.	

Question Number	**Answer**	**Mark**
7	Award one mark for the correct response. Board game	(1)

Question Number	**Answer**	**Mark**
8	Award **one** mark for each correct way and **one** further mark for a justification of each way up to a maximum of **four** marks. Marking points may be reversed/given in any order. Justifications may be interchangeable but must only be rewarded once. • The child may feel left out (1) as the primary carers/parents may spend more time with new baby1) • The child may feel jealous (1) as not getting as much attention (1)	(4)

	● The child may regress (1) behave like a baby to get adult attention (1) ● The child may feel responsible (1) if asked to help with the baby (1) ● The child may be happy/excited (1) new sibling to play with/spend time with (1) Accept **any** other appropriate response.	

Question Number	Answer	Mark
9	Award **one** mark for each correct way and **one** further mark for a justification of each way up to a maximum of **two** marks. Award one mark for a correctly stated benefit from: ● Children can take part in high-risk activities (1) as adults can supervise (1) ● Children can learn specific skills/ provides opportunities for introducing new knowledge or ideas (1) which are demonstrated by the adults (1) ● Gives the adult a degree of control over play (1) to ensure every child feels included /is given a chance to play (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
10	Award **one** mark for a correct meaning • Age advice/age-appropriate symbol (1) • Do not give to a child under the age of 3 years (1) Accept **any** other appropriate response.	(1)

Question Number	Answer	Mark
11	Award **one** mark for each correct effect and one further mark for a justification of each effect up to a maximum of four marks. Marking points may be reversed/given in any order. Justifications may be interchangeable but must only be rewarded once. ● move the cones (1) so there is more space for Louie to negotiate the cones (1) ●straighten the cones (1) so there is less sideways movement (1)	(4)

	•use less cones (1) to make it easier for Louie to take part/attempt the run (1) Accept **any** other appropriate response.	

Section B

Question Number	Answer	Mark
12 a)	Award **one** mark for a correctly stated hazard from: • Bumping into furniture/doors/people (1) • Unable to see steps/stairs (1) • Trip hazards/objects on the floor (1) Accept **any** other appropriate response.	(2)

Question Number	Answer	Mark
12 b)	Award **one** mark for each correctly stated way up to a maximum of **two** marks from: • she may feel she is left out of play/activities (1) • she may struggle to join in play/activities (1) • she may have low self-esteem/lack confidence (1) • she may not make friends easily (1) Accept **any** other appropriate response.	(2)

Question Number	Answer	Mark
12 c)	Award **one** mark for each correct way and **one** further mark for a justification of each way up to a maximum of **four** marks. Marking points may be reversed/given in any order. Justifications may be interchangeable but must only be rewarded once. • The staff can provide books with scents/textures/3D/ contrasting colours (1) so Raine can feel and follow the story (1) • Provide books with props/story sacks (1) so Raine can get hands-on experience/be interested in the story (1) • The staff can use different noises/voices (1) so that Raine can focus on the story (1) Accept **any** other appropriate response.	(4)

Question Number	Answer	Mark
13 Synoptic question	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses. **Indicative content** **Cognitive/intellectual development** • Annika may be delayed in her thinking and learning because she may be misunderstood • Annika may not recognise pictures in a book because she has limited vocabulary • Annika may not enjoy simple make-believe play because she cannot follow the story **Social development** • Annika may be delayed in their development of secure, positive relationships with others because she will be unable to understand them/they won't be able to understand her **Emotional development** • Annika may not be developing trust, independence and emotional resilience because she may struggle to form relationships • Annika may not be distracted from tantrums because she will struggle to express her needs • Annika may not be able to wait for attention because she won't understand the routines • Annika may have low self-esteem/confidence because she won't be able to make herself understood **Physical development** • Annika may not be able to undress and dress because she will struggle to ask for help • Annika may struggle to hold a pencil correctly as she won't understand the instructions to do this • Annika may not be toilet trained as she may be unable to ask for help	(6)

Level	Mark	Descriptor
	0	No rewardable materials

1	1-2	• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited assessment which contains generic assertions rather the factors or events and their relative importance, leading to judgements which are superficial or unsupported.
2	3-4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to partially supported judgements.
3	5-6	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to supported judgements.

Question Number	Answer	Mark
14	(i) Award **one** mark for a correct way to support the child and **one** further mark for a justification of that way up to a maximum of **two** marks. Marking points may be reversed/given in any order. Award one mark for a correct way to support the child and one further mark for a justification of that way up to a maximum of two marks. <u>Mini Tennis:</u> • Lower the net (1) so the child is able to hit the ball over it. (1) • Allow the ball to bounce twice (1) so the child has more time to hit the ball (1) • Make it a smaller area (1) so the child doesn't have to move his wheelchair (1) <u>Chalking on the wall</u> • Move the activity to a low wall (1) so the child can take part (1) • Support their cast with a cushion (1) then they can still use their fingers to hold the chalk (1) • Give them a blackboard on a table to write on (1) as they may be able to make pictures on a flat surface (1) <u>Hide and seek</u> • Prompt them to join in by playing with them (1) so the child can take part (1) • Pair/buddy the child up with another child 1) to encourage them to include the child (1) • Praise the child (1) to boost their self-esteem (1) Accept **any** other age-appropriate response.	(6)

Question Number	Answer	Mark
15 a)	Award **one** mark for a correct way and **one** further mark for a justification of that way up to a maximum of **two** marks. Marking points may be reversed/given in any order. • If it is raining (1) they will need raincoats/wellingtons (1) • If it is cold /windy (1) they will need coats/gloves (1) • If it is sunny (1) they will need sunhats/sun cream/sandals (1) • The children will need to wear clothes appropriate for the weather (1) so they are safe at all times (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
15 b)	Award **one** mark for a correct hazard and **one** further mark for a justification of that hazard up to a maximum of **four** marks. Marking points may be reversed/given in any order. • They may get bitten/scratched from animals (1) ensure children follow zoo safety warnings not touch animals/put fingers though cages (1) • They may get germs/infections from animals/cages (1) the Early Years Professional will need to ensure the children wash their hands frequently/before eating (1) • They may try to climb fences/walls (1) constant supervision (1) • A child may go missing (1) constant supervision, adequate staff: child ratio/registers taken (1) Accept any other appropriate response.	(4)

Question Number	Answer	Mark
16 a)	Award **one** mark for each correctly stated benefit up to a maximum of **two** marks from: • promotion of hand-eye co-ordination (1) • improves precise movement/pointing (1) • strengthens muscles (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
16 b)	Award **one** mark for each correct way and **one** further mark for a justification of each way up to a maximum of **four** marks. Marking points may be reversed/given in any order. Justifications may be interchangeable but must only be rewarded once. • Toys/resources should be at the correct height (1) so that children can choose their own resources (1) • Labels or pictures can be used (1) so children know where to find items (1) • Have specific areas to store different resources (1) so children know which area to find things easily (1) Accept any other appropriate response.	(4)

Question Number	Answer	Mark
16 c) Synoptic question	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses. **Indicative content** • Ensures child is only accessing age-appropriate material/games by ensuring parental controls are put in place • Ensures parent can monitor and limit the amount of time the child is using the internet as it could affect their sleeping pattern • Reduces the risk of cyberbullying/online abuse • Reduces the risk of child sharing personal information and befriending of strangers • Reduces the risk of children falling for scams or accidently downloading something or buying something so ensure blocks are put on online purchases then children cannot access these • Reduces the likelihood of child putting inappropriate posts	(6)

Level	Mark	Descriptor
	0	No rewardable materials
1	1-2	• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.
2	3-4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.
3	5-6	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.